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Ontario Teacher Education College

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Calendar

1975-76 Toronto

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NOTE: The information in this booklet is subject to revision by the Ministry of Education, Ontario before the opening of the September session 1975.

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COLLEGE YEAR 1975-76

	September					October					November				
S		7	14	21	28		5	12	19	26		2	9	16	23	30
M	1	8	15	22	29		6	13	20	27		3	10	17	24	
T	2	9	16	23	30		7	14	21	28		4	11	18	25	
W	3	10	17	24		1	8	15	22	29		5	12	19	26	
T	4	11	18	25		2	9	16	23	30		6	13	20	27	
F	5	12	19	26		3	10	17	24	31		7	14	21	28	
S	6	13	20	27		4	11	18	25		1	8	15	22	29	

	December					January					February				
S		7	14	21	28		4	11	18	25		1	8	15	22	29
M	1	8	15	22	29		5	12	19	26		2	9	16	23	
T	2	9	16	23	30		6	13	20	27		3	10	17	24	
W	3	10	17	24	31		7	14	21	28		4	11	18	25	
T	4	11	18	25		1	8	15	22	29		5	12	19	26	
F	5	12	19	26		2	9	16	23	30		6	13	20	27	
S	6	13	20	27		3	10	17	24	31		7	14	21	28	

	March					April					May				
S		7	14	21	28		4	11	18	25		2	9	16	23	30
M	1	8	15	22	29		5	12	19	26		3	10	17	24	31
T	2	9	16	23	30		6	13	20	27		4	11	18	25	
W	3	10	17	24	31		7	14	21	28		5	12	19	26	
T	4	11	18	25		1	8	15	22	29		6	13	20	27	
F	5	12	19	26		2	9	16	23	30		7	14	21	28	
S	6	13	20	27		3	10	17	24		1	8	15	22	29	

TERM DATES 1975-76

The first session opens on September 9, 1975 and
closes on December 19, 1975.

CHRISTMAS VACATION: December 20, 1975 to January 4, 1976 inclusive

The second session opens on January 5, 1976 and
closes on March 12, 1976.

SPRING VACATION: March 13, 1976 to March 21, 1976 inclusive

The third session opens on March 22, 1976 and
closes on April 30, 1976.

FINAL EXAMINATIONS: May 3 to 7, 1976

REORGANIZATION OF TEACHERS' COLLEGES IN ONTARIO

THE REPORT OF THE MINISTER'S COMMITTEE ON THE TRAINING OF ELEMENTARY SCHOOL TEACHERS, 1966, recommended the transfer of all teachers' colleges to university control, and this recommendation was supported by the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario in its report LIVING AND LEARNING, published in 1968. Implementation of this recommendation began in 1969 when the Lakehead Teachers' College became the Faculty of Education of Lakehead University and the University of Ottawa Teachers' College became a part of the University of Ottawa. In 1970, Windsor Teachers' College was integrated with the University of Windsor; in 1971, St. Catharines Teachers' College was integrated with Brock University and Lakeshore Teachers' College with York University; in 1973, London Teachers' College was integrated with the University of Western Ontario and North Bay Teachers' College was integrated with Nipissing College; in the same year, teachers'colleges in Peterborough and Stratford were closed; in 1974, the Sudbury Teachers' College was integrated with Laurentian University of Sudbury and the Ottawa Teachers' College was joined with the University of Ottawa.

On 4th June 1974, the Minister of Education for the Province of Ontario announced the formation of the *ONTARIO TEACHER EDUCATION COLLEGE* embracing Toronto and Hamilton Teachers' Colleges as a continuing operation under the aegis of the Ministry of Education.

ONTARIO TEACHER EDUCATION COLLEGE - TORONTO

PROGRAMS

THE ELEMENTARY SCHOOL TEACHER'S CERTIFICATE PROGRAM leading to an interim certificate valid for teaching in Primary Division (grades 1 to 3); Junior Division (grades 4 to 6); Intermediate Division (grades 7 to 10).

THE PRIMARY SCHOOL OPTION PROGRAM leading to an interim EST certificate valid for teaching in Kindergarten/Primary, Junior and Intermediate Divisions with a major concentration at the kindergarten/primary level.

A course leading to a certificate as *TEACHER OF FRENCH TO ENGLISH SPEAKING PUPILS* in the elementary schools.

A course leading to an *ELEMENTARY CERTIFICATE IN VOCAL MUSIC TYPE B* valid in the elementary schools.

A course leading to an *ELEMENTARY CERTIFICATE IN SPECIAL EDUCATION* valid in the elementary schools.

A course leading to a *CERTIFICATE IN TEACHING ENGLISH AS A SECOND LANGUAGE* valid in the elementary schools.

A course leading to an *ELEMENTARY CERTIFICATE FOR SCHOOL LIBRARIANS* valid in the elementary schools.

NOTE: Upon successful completion of the College year, a candidate will be granted, in addition to the teacher's certificate earned, a degree of *BACHELOR OF EDUCATION.*

CONDITIONS OF ADMISSION

ACADEMIC

In September 1975 a candidate for admission to THE ONTARIO TEACHER EDUCATION COLLEGE is required to hold a degree in arts or science from an Ontario University or a degree considered equivalent thereto.

MEDICAL

A candidate must establish proof that he is free from active tuberculosis. Information concerning procedures for tuberculin test and/or X-ray is forthcoming from the College.

CITIZENSHIP

An applicant for admission must submit evidence that he is a Canadian citizen or holds landed immigrant status.

An applicant who was born in Ontario is required to forward a certificate, showing the place and date of his birth, available from the Deputy Registrar-General of Births,Room M2-49, 2nd Floor, Macdonald Block, Queen's Park, Toronto M7A 1Y5. Applicants born outside Ontario must submit an original birth certificate or other evidence of birth acceptable to the Minister of Education.

CERTIFICATE OF MARRIAGE

A married woman applicant who wishes to be registered in her married name is required to present a certificate of marriage.

PROFICIENCY IN ENGLISH

A candidate whose native tongue is other than English must demonstrate a facility in English usage deemed acceptable for teaching purposes in the elementary school classroom. Arrangements for language testing procedures are made by the College.

PERSONAL INTERVIEW

A personal interview is recommended but not obligatory. Interviews may be arranged at the College.

TUITION FEE

The tuition fee is $585.00 payable in total or by two instalments. An accepted candidate is required to pay a $50.00 confirmation deposit which is deducted from the fee. This deposit is refundable before September 30, 1975.

APPLICATION FOR ADMISSION

Application forms may be obtained from the College at the following address:

Ontario Teacher Education College
951 Carlaw Avenue
Toronto, Ontario
M4K 3M2

Telephone: 461-6351; area code 416.

With the application form, a candidate is required to submit the following information:

(a) an official academic transcript bearing the seal of the university, the signature of the registrar, and the date on which the completed degree was conferred; note: a photocopy is acceptable to the College but it must bear an original seal of the university and will be returned to the candidate at a later date;

(b) a birth certificate or baptismal certificate showing the place and date of birth; note: the original document is required, will be photocopied and returned immediately to the candidate;

(c) proof of Canadian citizenship or landed immigrant status (for applicants born outside Canada); note: original documents are required, will be photocopied and returned immediately to the candidate; see CITIZENSHIP under CONDITIONS FOR ADMISSION, page 3.

(d) social insurance number;

(e) certificate of marriage for the candidate who wishes to be registered and certificated in her married name; note: an original document is required, will be photocopied and returned immediately to the candidate.

The completed application form should be returned as soon as possible with the necessary documents. Acceptable candidates are so notified and are required to confirm their acceptance.

PROCESSING OF APPLICATIONS

An application may be filed with the College at anytime.

It is understood that a candidate graduating at the spring convocation 1976 will not be able to complete his documentation until after the spring convocation at which time he may submit either an academic transcript or his diploma showing that he does, in fact, hold a university degree.

Unconditional Admission may be afforded immediately the applicant who holds an acceptable university degree and who is otherwise qualified.

Conditional Admission may be afforded the applicant whose supporting documentation is acceptable but not necessarily complete; for example, a candidate who has not graduated at the spring convocation of his university but who completes his degree program through summer study and who will be laureated during the fall convocation of his university may be admitted conditionally pending proof of graduation. Such a candidate should submit by 15th July 1975 as up-to-date an academic transcript as is available together with adequate proof that he will have fulfilled all requirements for his degree by September 1975 and that he has applied or intends to apply for graduation at the fall convocation 1975 of his university. Accordingly, his application may be processed during the summer and the conditional status removed when the candidate, following graduation, presents his diploma to the principal of the College. Upon receipt of the confirmation deposit of $50.00, the College will forward to the applicant a card of admission, unconditional if all supporting documentation has been received, conditional if documentation has not been completed.

THE ELEMENTARY SCHOOL TEACHER'S CERTIFICATE PROGRAM

The EST Certificate Program is designed, in the name of the generalist, to be as widely diverse as possible, in coverage from Grades 1 through 10, and to culminate in a sound conceptual base which, in view of the presumed capacity of the post-graduate university student to transfer readily, may be considered sufficient and appropriate for the beginning teacher. In supplement to the generalist concept, however, there is provision for a candidate, during the latter stages of the program and in areas of both field experience and college instruction, to concentrate in divisional levels of his/her choice.

The program is fashioned as follows:

SEMESTER I: An introductory component of approximately 12 days' duration, designed to introduce the student-teacher to the concept of teaching, i.e. an understanding of the considerations vital to the fashioning of a learning experience for a learner or group of learners. Accordingly, through the vehicle of large groups, small groups, observation, demonstrations, micro-teaching, mini-teaching, video-tapes, films etc., students are afforded insights into fundamental concepts as: the child as a learner in the cognitive, psychomotor and affective domains; the

teacher as a learning facilitator; components of planning in the learning experience as performance objectives, selection and organization of content, factors of motivation, strategies, questioning etc. Essentially this introductory program does not purport to promise any form of instant expertise in any specific area of content. There is offered, however, assurance of a sound beginning conceptual base which, when nourished by the practised wisdom of the associate teacher in his/her role as "teacher educator", will provide the student-teacher with a more global concept of and, accordingly, more meaningful insight into his/her function as a teacher of children.

SEMESTER II: A general instructional program of approximately 50 days' duration, coupled with 50 days of field experience in the associate schools, designed to give the student-teacher as broad a coverage of paedagogical theory/practice as possible in the Primary (grades 1 to 3), Junior (grades 4 to 6), and Intermediate (grades 7 to 10) Divisions of the school.

The program embraces the following areas of study:

FOUNDATIONS OF EDUCATION

Philosophy in Education

A preliminary study of the historical and philosophical background of modern educational problems aimed at encouraging the student to think critically about contemporary theories and issues in education; analysis and clarification of such educational concepts as: freedom and authority, education and indoctrination and learning, training and teaching and learning, knowledge and theory and truth, values in education, play in education, evaluation; development of skills of philosophical inquiry through reading, thinking, talking and writing; a study of the philosophic systems of idealism, realism, pragmatism, existentialism and theories of epistemology, metaphysics, and axiology.

Psychology in Education

A survey study of psychology interpreted educationally and with particular relevance to the learning patterns of the child in the school environment; selected topics on: child growth, cognitive development, programmed instruction, behaviour modification, discovery approach, personality growth and adjustment, attitudes and values, standardized testing, individual differences, game simulation; an integrated study of educational psychologists including Piaget, Skinner, Bruner and Taba.

Sociology in Education

A survey of educational topics related to the sociological growth of children as influenced by the social, economic and legal factors affecting education and its administration in Ontario; selected topics concerning: THE CHILD AS A MEMBER OF SOCIETY - society and culture; vital agencies in the transmission of culture; changing times and the influence of home, church and school; THE CHILD AND THE FAMILY - variables in family configurations, nuclear, extended, mother-led, multi-problem, transient; THE CHILD AND THE SCHOOL - socio-economic stratification; social class differences and life in the school; problems in pupil-teacher communications; differences in values standards; mass media and the school; THE CHILD AND THE TEACHER - role and status of the teacher relative to the child as a learner; to colleagues and administrators; reporting to and consulting with parents; responsibilities and professional growth; THE CHILD AND THE COMMUNITY - relating to minority and ethnic groups in the class structure; cultural conflicts involving parents, children and school; CLASSROOM ADMINISTRATION - supervision of learning activities; routines; physical environment of the learning area; school records; SCHOOL LAW - sections from the statutes and regulations having particular relevance to the administration of education in Ontario.

Note: In accordance with the depth of their academic studies followed during under-graduate programs in the fields of psychology, philosophy and sociology, students may choose a level of study from three offered:

(a) Level 1 - for students with little or no academic study in any one of the three foundations courses;

(b) Level 2 - for students with a background of considerable academic study in any one of the three foundations courses;

(c) Level 3 - for students who hold major concentrations of academic study in any one of the three foundations courses.

It should be noted that the three foundations courses, at staff discretion for deemed meaningful presentation, may be integrated as one in accommodation of certain educational themes.

CURRICULUM Methods

In preparation for student practicum, a study of children's learning experiences within the framework of: basic components of the teaching-learning process; behavioural objectives as elements of

the psychomotor, cognitive, and affective domains, with emphasis on the higher levels of Bloom's taxonomy; strategies for teaching illustrated by the psychomotor models, concept formation models, generalization models, creative problem-solving models, affective models, play theory and simulation games as propounded by studies of authors such as Ausubel, Bruner, Glasser, Gordon, Piaget, Skinner, Suchman, Taba and Torrance; verbal and non-verbal interaction in the classroom, including a taxonomy of questioning; procedures for: individualizing instruction, techniques of grouping, evaluation of pupil and teacher.

The program is conducted in a variety of practical situations embracing mini-teaching, small group workshops, seminar presentation and analyses of film and video-tape materials.

CURRICULUM Development

Aims, scope, content and sequence of the subjects of the elementary school curriculum, both multidisciplinary and interdisciplinary in nature; materials and media adapted to specific subjects; current approaches to curriculum construction and implementarion in areas of:

English

development of the interrelated communication skills of speaking, listening, writing and reading in accordance with children's enriched and enriching experiences and with particular emphasis on current practices in beginning reading; the reading readiness program; word analysis and comprehension skills; research skills, children's literature and contemporary resources in children's verse; development of writing skills, utilitarian and creative; spelling, punctuation, usage and grammar as functions of children's needs in communication; diagnostic and remedial techniques; provision for individual differences in respect of grouping, materials and records; reading programs at junior and intermediate levels; appreciation of poetry and prose; development of skills in speaking and writing through drama, debate, films, role playing, story telling, the classroom newspaper and related activities.

Mathematics

a course designed to equip the beginning elementary school teacher with attitudes, skills and knowledge necessary to guide children in the discovery and reinforcement of mathematics as a medium of communication; the underlying and unifying principles of mathematics and the development of children's basic mathematical concepts; areas of concentration are: NUMBER AND OPERATIONS as of the concept of number and computational skills in the fundamental operations; MEASUREMENT as of the relationship of numbers

and quantities with particular emphasis on S I (metric); SHAPES AND SPACE as of the interrelationships between the areas of number and operations and measure as studied intuitively in geometry.

Varieties of approaches and materials are utilized to link mathematical understanding to child development.

Social Studies, History and Geography

an investigation into the curriculum requirements necessary for various teaching-learning environments; the appropriate selection of content for curriculum construction in diverse social environments and at different school division levels; a study of the elements and techniques required for curriculum construction and the pertinent choice of teaching strategy for curriculum implementation.

PUPIL ORIENTATION: the primary child in his school and home environments; concept of space, relationships and direction; development of space awareness through junior and intermediate division levels; PUPIL SOCIALIZATION: an environmental approach to the development of social skills; a study of the neighbourhood and distant communities as relevant facets of curriculum leading to the development of attitudes, skills and knowledge; CURRICULUM STUDY: an examination of curriculum guidelines in current use, their proposed philosophies, formats and teaching strategies; construction of course outlines and units of work with emphasis on balance, scope and depth; a study of teaching strategies for curriculum implementation as (i) case studies (ii) theme approach (iii) simulation exercises (iv) documentary approach (v)multi-disciplinary approaches, practically demonstrated with student involvement.

Science

a course designed to enable the beginning teacher to gain experience and confidence in elementary science teaching through active, practical workshop sessions; an exploration of the nature of science as it relates to the elementary school child; an examination of the aims of elementary science instruction in the Ontario school system; science related to children's natural ability to explore their complex physical environment on the basis of direct experience; opportunities to practice various methods of organizing children's experiences both inside and outside the classroom to facilitate the child's scientific explorations; a study of science curricula as a basis for program development.

Outdoor Education

provision for interested students to spend one full week in residence at an outdoor education centre in association with highly skilled specialists in outdoor education.

Music

a survey course designed to help the beginning teacher to develop a personal sensitivity to music and attain a level of competence that will enable him to involve children in a challenging music program that reflects the child's needs to perform, create and listen; areas of study include: MUSICAL FACILITY - assistance in the development of one's personal facility in music; TECHNIQUES - a study of various techniques that may be used to develop the musical ability of the child through singing, listening, creating and the playing of simple accompaniment instruments; MATERIALS - an analysis of available song texts, charts, recordings and reference materials; CURRENT TRENDS - an examination of current trends in music education with particular attention to the work of Carl Orff, Zoltan Kodaly and Mary Helen Richards and other innovative programs such as those encompassing the exploration of sound, sound composition and the use of instruments in the classroom.

Note: Students are streamed in accordance with their facility in music.

Art

a study of curriculum design for the elementary school art program coupled with a practical survey of techniques and materials used in such a program; selected areas of study include: the contemporary philosophy of art education; stages of development in children's picture-making; resources available to assist teachers in curriculum design; lesson and unit planning; integration of art with other facets of the curriculum; organization and instructional responsibilities; evaluation; display techniques.

Health

a course in health education designed to develop an awareness of the health services present in the school and the community; the development of an understanding of the teacher's role in promoting and maintaining the health of the children in his charge; a study of curriculum building through the development of concepts examined and analysed in lectures and seminars; areas of study include: GROWTH AND DEVELOPMENT - the child

of school age and his physical, social and emotional development; COMMUNITY HEALTH PROBLEMS - types of communities; health problems and possible solutions; SAFETY - prevention of accidents at home, school and in the community; the teacher's responsibility in first aid; PREVENTION OF DISEASE - principal causes of disease; immunization; responsibility of community and individual; FAMILY LIFE EDUCATION - the family; types of families; the role of family in our society; human relationships; reproduction; PERSONAL HEALTH PRACTICES - development of right attitudes and correct methods of caring for one's body, mind and emotions; CONSUMER STUDIES - decision-making as related to health information, products and services; MOOD MODIFIERS - beneficial and harmful drugs, their use and abuse; NUTRITION - teaching basic principles of good nutrition; the body's need for essential nutrients.

Physical Education

a participation course of co-curricular experiences in games, gymnastics and rhythmic activities such as are found in primary, junior and intermediate jurisdictions in the elementary school; a movement approach based on Laban's analysis of movement which is the theoretical base of the modern physical education curriculum; techniques for teaching in the gymnasium and in the out-of-doors are exemplified and practiced in the College and local area schools; student involvement in planning and administering large group experiences as in playdays, track and field organization, tabloid days, and intramural and house league organization.

Note: It should be noted that the Curriculum Development areas of study, at staff discretion for deemed meaningful presentation, may be integrated in some instances under:

Arts - art, music, physical education

Communications - English, mathematics

Environmental Studies - social studies, science, health.

SEMESTER III: A culminating program of approximately 25 days' duration, coupled with 10 days of field experience in the associate schools, designed to accommodate a student's choice of concentration at one of the three divisional levels of Primary, Junior or Intermediate. Provision is made as well for a student's selection of electives exploring more intensively areas of study beyond his/her choice of divisional concentration such as Man: A Course of Study; Drugs and Family life; Remedial Reading in the Junior/Intermediate Grades; Puppetry in the Schools; etc.

THE PRIMARY SCHOOL OPTION PROGRAM

A program designed to provide the student-teacher with a knowledge of curriculum building in the fields of language arts, music, art, physical education and movement, mathematics and environmental studies as relevant to the kindergarten/primary levels of the elementary school.

Exposure to children of four through eight years of age is gained in a variety of ways, including formal practice teaching sessions and field experiences under a teacher-assistant program. While exploring and developing skills in various curricular areas, students are encouraged to apply their growing competencies in meaningful educational programs for young children. Of extreme importance in the program is the student's ability to observe children perceptively and to self-evaluate critically and professionally. Through emphasis on commitment and total involvement in this program, students increase in the self-confidence required for working effectively with young children and show a gradual decrease in the support needed to operate effectively.

Of importance to the success of the program is the establishment of open education concepts wherein staff and students may share equally in worthwhile on-going activities. A natural integration of the various foundation and curricular areas attempts to unite College work with field experience.

The program includes:

FOUNDATIONS OF EDUCATION

Child Growth and Development

An integrated study of the development, learning, and mental health of young children, including observation of their behaviour in educational settings with a view to the development of skills in analysis and interpretation; topics of study include: analysis of the teaching-learning process; examination of various teaching models as psychomotor, cognitive, affective processes of classroom interaction; questioning; one and two-way communication; motivation and incentives utilized in classroom settings; needs and interests of children of ages four through eight; study of research findings arising from classroom practices in respect of expectations, sex typing, values clarification, and communication.

Education of Young Children

An overview of historical and philosophical background of modern practice in the education of young children in order to develop critical thinking about current issues and innovations.

The course requires the student to make connections between two subject matters: (a) current practices employed in the education of young children in primary classrooms, and (b) philosophies proposed and developed by educators of the past.

The Child and Society

A study of the social, economic, and political factors affecting early childhood in Ontario, this course focuses attention on the child as a member of society and considers interactions among the child, the family, the school and the community; and includes a study of relevant educational legislation.

A critical interpretation of selected readings in light of field experiences; examined are topics relating the young child and his curriculum to the on-going society such as: goals for the education of young children; play as education and as the work of children and its relationship to the total development of the young child; the self-concept; consideration of social factors in the learning process such as class values; family and peer influences, and parental expectations; parent-teacher contacts; the role of the teacher as affecting and affected by the social setting.

CURRICULUM Development and STRATEGIES FOR TEACHING

A detailed study of the role of the teacher in planning, implementing and evaluating curricula for young children; a development of student competence in selecting, organizing and guiding the experiences of young children; a study of strategies and procedures specific to particular branches or subjects of the curriculum, embracing an in-depth study at the kindergarten/primary levels of the *language arts* in listening, speaking, reading, writing and literature; *music:* a participation program in discovering the nature of music, understanding the nature of the child's musical growth, and developing theoretical and performance skills of the teacher; *art:* a participation program in the study of curriculum design for the kindergarten/primary levels coupled with a practical survey of materials and techniques used in such a program; *physical education:* a program in movement education, including creative dance; *mathematics:* a course designed to equip the beginning kindergarten/primary teacher with attitudes, skills and knowledge required to guide children in the discovery and reinforcement of mathematics as a medium of communication, including the underlying and unifying principles of mathematics and the development of children's basic mathematical concepts at the kindergarten/primary levels; *environmental studies:* an investigation into the socializing experiences of young children at kindergarten/primary levels as they relate to family, helpers, neighbourhood and community.

THE ORAL FRENCH OPTION

A course in methodology and French conversation designed to prepare a qualified candidate as TEACHER OF FRENCH TO ENGLISH-SPEAKING PUPILS in the elementary schools.

An eligible candidate must hold a minimum academic qualification of second

class honours in French or Francais at the Grade 13 level, be orally fluent and obtain acceptable standing on oral and written examinations held at the College on registration day.

Areas of study concern: THE LANGUAGE SKILLS AND THEIR ACQUISITION - the nature of the four basic skills; the order of their introduction in the Ontario Curriculum in French; BASIC PRINCIPLES OF METHODOLOGY - a study of the different methods used in the teaching of French, with special emphasis on the structural-linguistic approach; an understanding of various programs used in Ontario such as ICI ON PARLE FRANCAIS; LE FRANCAIS INTERNATIONAL; J'ECOUTE, JE PARLE.....; a study of current curriculum trends in action, immersion classes and French in the open area school.

It should be noted that the granting of this certificate is contingent upon one's successful accomplishment of the Interim Elementary School Teacher's Certificate.

THE SPECIAL MUSIC OPTION

An in-depth course designed to prepare the musically experienced student to teach classroom music, to assume additional music responsibilities in an elementary school in respect of assisting other teachers and conducting choirs, and to begin a career as a music specialist.

An eligible candidate must hold qualifications in music of (a) Grade 8 instrumental or vocal and Grade 2 theory or standing in Grade 13 examinations (b) be successful at an examination in sight singing and ear tests administered by the College, and (c) for the candidate who does not possess standing in Grade 2 theory, be successful at an examination in written musical theory administered by the College.

Note: A student with musical experience equivalent to (a) may be admitted to the course at the discretion of the instructor.

In addition to regular program content, areas of in-depth study concern: music appreciation; conducting; theory; sight singing; methods and practice teaching; songs and choral work.

Successful completion of this course leads to an Elementary Certificate in Vocal Music Type B. It should be noted, however, that the granting of this certificate is contingent upon one's successful accomplishment of the Interim Elementary School Teacher's Certificate.

THE SPECIAL EDUCATION OPTION

A preliminary study designed to introduce the teacher-in-training to the broad spectrum of education for the exceptional child; a survey of the various dimensions of education for exceptional children in the areas of legal,

psychological, medical, educational and social influence; identification of exceptional students and a study of areas of commonality and instructional approaches in their education.

An eligible candidate is required to hold a university degree with a minimum of three full courses in Psychology including a course in each of Child Development and Learning Theory and documented field experience, preferably in a special education setting.

Before final approval for admission to the course may be granted, a candidate is required to have a personal interview with a member of the College staff in Special Education.

Successful completion of this course leads to an Elementary Certificate in Special Education. It should be noted, however, that the granting of this certificate is contingent upon one's successful accomplishment of the Interim Elementary School Teacher's Certificate.

THE OPTION IN TEACHING ENGLISH AS A SECOND LANGUAGE

An introductory study of the unique culture and linguistic heritage of the immigrant child and adolescent whose mother tongue is not English; to acquaint the teacher-in-training with the cultural and linguistic distinctives of immigrant parents and the expectations and concerns they have regarding their children; to familiarize the teacher-in-training with major approaches; issues and problems associated with teaching English as a second language.

An eligible candidate is required to hold a university degree, preferably with a major concentration in one of psychology, sociology or linguistics; or a minimum total of any three courses from among the three disciplines noted; and documented field experience related to the teaching/learning of English as a second language.

Before final approval for admission to the course may be granted, a candidate is required to have a personal interview with a member of the College staff in TESL.

Successful completion of this course leads to a Certificate in Teaching English as a Second Language. It should be noted, however, that the granting of this certificate is contingent upon one's successful accomplishment of the Interim Elementary School Teacher's Certificate.

THE ELEMENTARY SCHOOL LIBRARIANS OPTION

An introductory study designed to introduce the teacher-in-training to the philosophy and function of the school library within school and community; library services; selection, organization and administration of library materials; selection, cataloguing, distribution and utilization of print and

non-print materials; media workshop; children's literature; Canadian materials; and reference services.

An eligible candidate will hold a university degree, preferably with a major concentration in English, and documented field experience in a library setting.

Before final approval for admission to the course may be granted, a candidate is required to have a personal interview with a member of the College staff in school librarianship.

Successful completion of this course leads to an Elementary Certificate for School Librarians. It should be noted, however, that the granting of this certificate is contingent upon one's successful accomplishment of the Interim Elementary School Teacher's Certificate.

PRACTICUM

THE TEACHER-ASSISTANT PROGRAM

Under this program, host teachers of area boards of education receive student-teachers as teacher-assistants for a pre-determined number of days arranged between the College and the boards. During the 1974-75 college year, the program numbered 20 days, generally 2 days per week, from September through November. This type of field experience, accomplished under the informal non-evaluative concept, contributes immensely to the personal growth of the student-teacher in providing him/her with a broad base of insight and confidence. Consequently, a student-teacher may move much more comfortably into a regular practice-teaching session.

PRACTICE TEACHING

Provision is made for 8 weeks of practice teaching, generally 2 single weeks during the fall program and 3 double-week sessions at two-week intervals during January through April. Options are afforded students in respect of choice of divisions (primary, junior or intermediate) and subject areas, if desirable, and, for the last double-week session, a choice of geographical location beyond the regular practice-teaching boundaries embraced by the OTEC Toronto which are normally the metropolitan jurisdiction, and Ontario, Peel and York counties.

In total, the field experience numbers 60 days.

Note: Provision is made for candidates in options of Special Music, French, Special Education, TESL and School Librarians to experience a minimum of 2 to a maximum of 4 weeks of full-time practice teaching in their respective options.

LIBRARY SERVICES

The College Library provides excellent book coverage for all programs, with an additional resource library of children's literature at the kindergarten/primary levels. Educational services are afforded students in the use of card catalogues, indices, reference books, periodicals and picture files; the function of the library in the elementary school; the relation of the school to the community or public library; the travelling library; the selection and purchase of books; library records.

CERTIFICATION

SESSIONAL RECORDS

Sessional records are determined in accordance with the concept of continuous evaluation and include records of major and minor assignments, oral/written class tests, practical work and class participation.

Traditionally, the written examination has been the most commonly used instrument designed to measure a student's understanding and mastery of content. It has been felt at this College, however, that an understanding of the pedagogical theory/practice and curriculum concept inherent in teacher education must extend considerably beyond the confines of class presentation only and, consequently, may be satisfied in a more meaningful and insightful way through the assignment process. Accordingly, on the premise that the culmination of a major assignment provide the candidate with an in-depth understanding of some facet of curriculum and method as well as a more sensitive educational appreciation of the needs of children, students are required to prepare and present for evaluation a pre-determined number of major assignments during the College session which, in view of the presumed capacity of the post-graduate student to transfer readily, may be deemed a sampling of the curriculum/foundations program sufficient for the establishment of a beginning conceptual base.

The formal written examination has not disappeared entirely, however. Students have recourse to the written examination as a final court of appeal should their standing achieved on assignments and class tests throughout the year not be sufficient to merit exemption privilege.

On the recommendation of the staff, a student may be exempted from writing the final examination in any examination subject taken at OTEC TORONTO provided that he obtains at least a B standing in that subject on the final report of the sessional records.

A student whose conduct, attendance or general progress is unsatisfactory is subject to withdrawal from the program.

FINAL STANDING

To qualify for an Interim Elementary School Teacher's Certificate, a candidate must obtain pass standing in practice teaching and pass or be recommended in the final examinations in FOUNDATIONS OF EDUCATION and CURRICULUM set by the faculty of the College. These examinations are conducted during the last week of the third term.

A candidate in the Elementary School Teacher's Certificate Program who is otherwise qualified and who obtains pass standing or is recommended in the examination in the areas of study of FOUNDATIONS and CURRICULUM and who obtains pass standing in practice teaching shall, on the recommendation of the staff, be granted an Interim Elementary School Teacher's Certificate.

A candidate enrolled in the Elementary Vocal Music Course Type B, the Oral French Course, the Special Education Course, the TESL Course or the School Librarians Program, who passes in practice teaching in his optional subject and who obtains pass standing or is recommended in the final examination in the respective area of study will be issued a Certificate in the optional subject provided that he qualifies for an Interim Elementary School Teacher's Certificate.

SUPPLEMENTAL EXAMINATIONS

A candidate otherwise qualified who fails in not more than two of the final examination subjects and who passes in practice teaching may write supplementary examinations during August 1976 on the dates and at the hours set by the College.

APPEALS

Provided that he has passed in practice teaching, a candidate who has failed one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of $2.00 per paper made payable to the Treasurer of Ontario. The letter of appeal, including the fee, must be mailed to: Ministry of Education, Ontario, P. O. Box 560, Postal Station F, Toronto. The fee will be returned to the candidate if the appeal is sustained.

In the case of August supplementary examinations, an appeal will not be considered.

GENERAL INFORMATION

EXPENSES

In addition to the tuition fee of $585.00, a student whose home is not near the College has the expense of room and board. All students are responsible for travelling and living expenses incurred during the weeks of continuous practice teaching. The cost of textbooks, notebooks and supplies is borne by the individual student.

FINANCIAL AID

A student planning to attend the College may apply for financial assistance under the Province of Ontario Student Aid Program. Application forms may be obtained from the OTEC TORONTO.

STUDENT ORGANIZATIONS

The social, athletic and cultural programs are largely under the direction of students themselves through their extracurricular organizations.